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ABSTRACT

Developed by the National Council of Teachers of English (NCTE), Committee to Evaluate Curriculum Guides and Competency Requirements, this guide is intended to help teachers and administrators develop exemplary English language arts curricula. The first part of the booklet presents an annotated list of recommended curriculum guides representing a variety of curriculum frameworks and content units for reference use by schools and agencies in the process of developing or revising a curriculum. In addition to the 1987 list, annotations for curriculum guides recommended in 1985 and 1986 are included, as is information on grade level, on content aims and objectives, and on how to obtain the guide. The second part of the booklet contains revised criteria for planning and evaluating English language arts curriculum guides. These criteria are organized under the headings of philosophy, objectives, language, composition, reading, literature, media, organization, policies and procedures, and design. Information on how to obtain the recommended guides concludes the booklet. (SKC)

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Recommended English Language Arts Curriculum Guides, K–12

1987

NCTE Committee
to Evaluate Curriculum Guides and Competency Requirements
Tobye P. Polk, Chair
and Staff of the ERIC Clearinghouse
on Reading and Communication Skills

ERIC Clearinghouse on Reading and Communication Skills
Office of Educational Research and Improvement
National Council of Teachers of English

CS 210 818

NCTE Committee to Evaluate Curriculum Guides and Competency Requirements

Tobye P. Polk, Chair, Germantown High School, Philadelphia, Pennsylvania
Venita Bridger, Springfield Public Schools, Springfield, Missouri
Lorraine T. Burns, Spring Branch Independent School District, Houston, Texas
Fredrick R. Burton, Upper Arlington City Schools, Columbus, Ohio
Mary Ann Eiler, American Medical Association, Chicago, Illinois
Pamela B. Farrell, Red Bank Regional High School, Little Silver, New Jersey
Darrell H. Garber, Louisiana Technical University, Ruston, Louisiana
Christy Hammer, Mickle Junior High School, Lincoln, Nebraska
Sandra Heartman, Milton Area Schools, Milton, Wisconsin
Kathleen Jordan Mallory, Southern Arkansas University, Magnolia, Arkansas
Charles P. (Chad) Martin, Chichester School District, Boothwyn, Pennsylvania
Barbara S. O'Breza, Cherry Hill High School West, Cherry Hill, New Jersey
Richard J. Panofsky, New Mexico Highlands University, Las Vegas, New Mexico
Eileen L. Rosenbaum, Maine Department of Education, Augusta, Maine
Dolores Silva, Temple University, Philadelphia, Pennsylvania
Norma W. Willson, Torrance Unified School District, Torrance, California
Sr. Rosemary Winkeljohann, NCTE Executive Committee Liaison, Millersville University of Pennsylvania
Fran Lehr, NCTE/ERIC Staff Liaison

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FOREWORD

The Educational Resources Information Center (ERIC) is a nationwide information system operated by the Office of Educational Research and Improvement (OERI) of the Department of Education as a service to educators throughout the country. ERIC makes available through hundreds of libraries and information centers over 250,000 unpublished documents on all phases, levels, and subject areas of education. This is accomplished through ERIC's network of specialized centers or clearinghouses, each of which is responsible for acquiring, evaluating, abstracting, and indexing current documents within a particular educational area. The bibliographical information and abstracts for these documents are then listed in ERIC's monthly reference publication, Resources in Education (RIE).

The ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS) collects, evaluates, and disseminates educational information related to research, instruction, and professional preparation in reading, English, educational journalism, and speech communication at all levels and in all institutions. The scope of interest of the Clearinghouse includes research reports, literature reviews, curriculum guides and descriptions, conference papers, project or program reviews, and other print materials.

One of the primary goals of ERIC and OERI is to present the information found in the ERIC system in a format that will be useful to the classroom teacher, the administrator, and the curriculum developer. Such is the goal of this bibliography, which brings together titles and descriptions of curriculum guides recommended by the NCTE Committee to Evaluate Curriculum Guides and Competency Requirements. ERIC/RCS is pleased to assist NCTE in providing this continuing service to educators.

Charles Suhor
Director, ERIC/RCS

INTRODUCTION

To help teachers and administrators to develop exemplary English language arts curricula, the NCTE Committee to Evaluate Curriculum Guides and Competency Requirements, through the cooperation of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), has prepared this annotated list of recommended curriculum guides. Its purpose is to publicize carefully planned and well-written curricula, providing models for those who are currently reviewing their programs and want to consider a variety of curricular frameworks, content and even individual lesson plans. Local curriculum committees may find it worthwhile to study these guides with several considerations in mind: philosophy and rationale; objectives and organization; incorporation of the teaching of composition, reading, or literature; evaluation; and the applicability of a given curriculum design in another setting. Furthermore, school districts are encouraged to consult the criteria, included at the end of this booklet, before they start their curriculum work. In addition to the current list, annotations for curriculum guides recommended in previous years are included.

The guides recommended here are available from the schools and agencies that produced them or from the ERIC Document Reproduction Service (EDRS). Curricula that have been assigned ERIC document (ED) numbers, given in the annotation headings, can be ordered through EDRS. Curricula that will be available in the near future from EDRS are noted by "CS" number. EDRS ordering information is found at the end of this booklet.

Still another service to local curriculum planners is the opportunity for review of curriculum guides, offered free of charge by the committee. A school district should mail two copies of its curriculum guide to the NCTE Committee to Evaluate Curriculum Guides and Competency Requirements, 1111 Kenyon Road, Urbana, Illinois 61801. In addition, the Committee would appreciate two statements: one that indicates whether the guide should be considered for inclusion in the next publication of Recommended English Language Arts Curriculum Guides, K-12, and a second that describes the development of the guide, the nature of the school population and community, and the guide's relationship to other curriculum materials in use. When a school district sends a curriculum guide for review, a member of the committee examines the materials carefully, reports in written form according to the criteria, and records comments on a cassette tape that is sent to the participating district.

The National Council of Teachers of English regards curriculum development at the local level as a professional activity of the highest order. The committee's review role and the publication of this booklet are testaments of this regard. The Committee to Evaluate Curriculum Guides and Competency Requirements urges teachers everywhere to encourage and participate in the continuing work of curriculum development.

CURRICULUM GUIDES
RECOMMENDED IN 1987

ELEMENTARY

On Writing Expectations K-3. Adele Fiderer and Ann Faude. Scarsdale Union Free School District 1, New York. April 1986. CS 210 412.

Intended for parents and teachers who are interested in the approximate level at which their primary school-age children should be writing, this guide describes the type of writing children can produce at each age level and how they go about producing it. An introduction makes this point and offers a set of writing process terms to describe compositions written in the writing process method: (1) rehearsing, (2) drafting, (3) conferring, (4) revising, (5) editing, and (6) publishing. It then provides an overview of the guide and explains the "invented spelling" that is used therein. Four sections follow, labeled "Kindergarten," "First Grade," "Second Grade," and "Third Grade." The sections describe the characteristics of student writing at each grade level as well as students' attitudes toward composing, the appearance of the product, developmental problems exhibited by students at each grade level, writing process, and appropriate levels of expectations for each grade. Each section also offer samples of student work. The "Kindergarten" section notes that students often use drawings as a springboard for writing. The "First Grade" and "Second Grade" sections describe students' enthusiasm about writing and note that drawings take up less room than in earlier compositions. The third grade section notes that students' work generally loses its "voice" and becomes lifeless as children become more interested in appearance, order, and mechanical correctness.

Writing Guide 1983-84. Revised. Saratoga Union School District, California. February 1987. Available from Saratoga Union School District, 20460 Forrest Hills Drive, Saratoga, California 95070 ($50.00). ED 280 017, 386 pp.

The result of the collaborative efforts of seven writing instructors and based in part on the Bay Area Writing Project, this writing guide is intended for teachers in grades one through six. In the first part, the first of four sections suggests instructional techniques and activities, includes student writing samples, and defines the writing process at the following developmental levels: prewriting, oral or written composing, responding, revising, editing, and evaluating. The second section presents a suggested grade level sequence and activities designed to incorporate other language arts curricula and writing genres. The third section discusses "power writing," a formula for expository writing, and the fourth section, which focuses on response as the key to evaluation and assessment, suggests that there needs to be a balance both between peer and teacher evaluation and among primary trait, analytic, and holistic scoring. Recommending that students learn how one form of writing may better communicate their subject and purpose than another, the second part of the guide discusses forms that are appropriate for elementary students and suggests lessons for each grade level. Activities are presented for grades one through six in the following forms: first-hand experience, story, essay, folklore, drama, and poetry. A selected bibliography is included, and a supplemental guide entitled "Scope and Sequence for Writing Skills" is appended.

SECONDARY

English Graded Course of Study, Grades 7-12. Cincinnati Public Schools, Ohio. 1986. ED 282 201, 153 pp.

Designed to provide a mastery or core program in English required for all students from grades 7 through 12 in the Cincinnati Public Schools, this guide represents a compilation of the structured segments of three separate graded courses of study: writing, oral communication/media, and reading/literature. Following an introduction, the guide presents a brief mission statement from the Cincinnati Public Schools and a program philosophy, followed by the English program goals. The next two sections outline expectations for secondary school English classrooms, as well as expectations by grade level. The most extensive section details scope and sequence objectives for each grade. Succeeding sections address evaluation procedures and the purposes of student assessment. A bibliography is also included.

Literary Archetypes. Advanced Placement English Curriculum Guide. Anne Arundel County Public Schools, Annapolis, Maryland. July 1985. Available from Anne Arundel County Public Schools, 2644 Riva Road, Annapolis, Maryland 21401 ($11.60). ED 276 996, microfiche only, 203 pp.

Providing students with the opportunity to earn college credit while still in high school, the Advanced Placement English course described in this guide is designed to help students (1) choose from a wide range of literature for independent reading; (2) develop a critical awareness about literature; (3) recognize connections among works of literature that span time and good writing as major sources of civilization's significant ideas; (5) respond thoughtfully to literature; (6) vary the tone of their writing; (7) experiment with form in writing; (8) evaluate ideas that contradict, deviate from, or reinforce their previously formed opinions; (9) evaluate their own writing as well as the writing of their peers; and (10) grow intellectually and develop the skills necessary for critical reading, writing, and thinking. Based on the work of Northrop Frye, the course outlined in the guide is organized as a seminar and covers romance, tragedy, satire, and comedy. The bulk of the guide lists student abilities based on course objectives for each quarter, with a corresponding enumeration of course content, activities, and resources. Sections on instructional techniques and advanced placement journals are included, as are supplementary instructional materials such as worksheets, sample tests and answer sheets, study guides, and various student handouts.

Synaesthetic Writing: A Six-Weeks Unit on Creative Writing. Brenda Ball and Mary Ann Stafford. Pine Bluff High School, Pine Bluff, Arkansas. 1986. ED 278 020, 64 pp.

Using music and the visual arts as stimuli in the teaching of short story writing, the six-week course described in this guide is designed to improve students' appreciation of elements common to these art forms and to increase students' use of these elements in their creative writing. The guide points out that attitude surveys have shown that these stimuli increase students' interest and enjoyment in writing as well as the quality of their fiction writing. Specifically, the course objectives that are listed include (1) the improvement of descriptive, narrative, and critical writing skills; (2) the production of simple works of art, such as concrete expressions of abstract ideas; and (3) an increased appreciation of classical music and the visual arts. A day-by-day action plan calendar provides a brief overview of course activities. Weekly lesson plans, comprising the bulk of the guide, detail each day's activities using the following categories: objectives,

procedures, materials, vocabulary terms, and evaluation. Handouts, tests, answer sheets, illustrations, and examples are included. A list of vocabulary terms pertaining to writing is provided, as are materials and resources to be used throughout the course. An attitude scale, an evaluation score sheet, student and teacher comments, and sample short stories are appended.

GRADES K-12

Communication Education. Summit School District RE-1, Frisco, Colorado. 1986. CS 210 407.

Intended for use by teachers of kindergarten through grade ten, this curriculum guide is designed to make communication education an integral part of the school program. The philosophy of the guide focuses on the processes of analyzing, formulating a position, and organizing information or ideas into meaningful form, rather than solely on surface features such as literal comprehension in reading, mechanics in writing, and correct speech. The guide defines curriculum objectives generally for each subject area and then shows how they are implemented in detailed developmental schedules of expected skill acquisition for each grade level in the following subject areas: reading, literature, writing, speaking and listening, using media, reasoning, handwriting, spelling. These schedules indicate the grade level at which each skill or process is formally introduced, formally reinforced, mastered, and then informally enriched and extended.

Composition in the English Language Arts Curriculum K-12. New York State Education Department, Albany. 1986. ED 272 884, 101 pp.

Intended to help school personnel develop and implement a comprehensive, articulated writing program at the district, building, and classroom levels, this manual emphasizes writing as a composing process, describes the stages of the writing process, and outlines the composing skills expected of students in kindergarten through twelfth grade. In addition, the manual provides suggestions for organizing the classroom for writing instruction, ideas for grouping, suggestions for incorporating instruction in the correct and effective use of written language in the composing process, and a summary of commonly used evaluation techniques. A bibliography of selected references is also provided for those who wish to explore the composing process in greater detail. Various support materials, primarily evaluative, are appended.

English Language Arts: Common Curriculum Goals. Oregon State Department of Education, Salem. 1986. ED 276 009, 56 pp.

Based on the philosophy that language is central to learning, this booklet defines common curriculum goals for elementary and secondary schools that combine both general, essential learning skills and the common knowledge and skills that form a strong English language arts curriculum. The guide has two main sections: the receptive section focuses on those skills that allow students to receive and process information, including reading, listening, and literature; the expressive section focuses on those skills used in producing communication, including writing, speaking, and language. Each section lists the skills and learning outcomes for students who complete grades 3, 5, 8, and 11. The guide is intended to help in local curriculum planning and state assessment of student achievement. A reader evaluation form is appended.

English Language Arts: Common Curriculum Goals; Curriculum Mapping, End of Third Grade. Oregon State Department of Education, Salem. 1986. ED 276 010, 34 pp.

English Language Arts: Common Curriculum Goals; Curriculum Mapping, End of Fifth Grade. Oregon State Department of Education, Salem. 1986. ED 276 011, 43 pp.

English Language Arts: Common Curriculum Goals; Curriculum Mapping, End of Eighth Grade. Oregon State Department of Education, Salem. 1986. ED 276 012, 47 pp.

English Language Arts: Common Curriculum Goals; Curriculum Mapping, End of Eleventh Grade. Oregon State Department of Education, Salem. 1986. ED 276 013, 57 pp.

To be used in conjunction with **English Language Arts: Common Curriculum Goals** (ED 276 009), these curriculum maps are designed to assist teachers in evaluating and revising their current curriculum. Instructions describe how teachers can effectively use the material provided to gather information and tally and analyze results. Each map consists of two main sections. The receptive section focuses on those skills that allow students to receive and process information so as to help students use listening, reading, and literature skills to better understand human experiences and share cultural commonalities and differences. The expressive section focuses on those skills used in producing communication in order to help students use writing and speaking skills in a variety of modes of communication and self-expression. Each section contains a number of objectives for students completing the grade. These subsections are arranged on a grid for rating based on the following categories: (1) time spent on instruction and feedback, (2) degree to which current course goals reflect the common curriculum goals, (3) quality and quantity of instruction and practice, (4) preservice and inservice teacher education and experience, (5) questions, and (6) comments.

A Guide to Curriculum Development in Language Arts. Iowa State Department of Public Instruction, Des Moines. September 1986. ED 276 052, 103 pp.

Focusing on integrating the teaching of language arts through varying functions of language, communication modes, and audiences, this curriculum guide emphasizes the importance of a language-rich environment that will enable students to understand the purposes and power of language and to use it confidently and creatively. The guide provides structure and direction for building on existing curricula at the district level. Emphasis is placed on empowering classroom teachers to make decisions that meet the individual needs of their students. The presentation on curricular organization and integration in the language arts argues that simply listing subskills to be introduced and mastered at specified levels is inappropriate. Examples of oral, written, and visual communication used in and out of school are outlined, as are communication acts used by composer and comprehender in five functions of language. Teacher strategies for designing integrated language arts learning experiences are presented, including numerous examples of possible student activities. Guidelines for evaluating language arts programs are provided. Appendices include (1) an outline of ways to both implement and evaluate the curriculum model at the local level, (2) a form for mapping present curricula, and (3) a list of professional organizations. A 46-page annotated bibliography of materials cited in the ERIC database and a form for obtaining follow-up materials conclude the document.

A Guide to Curriculum Planning in Reading. Bulletin No. 6305. Wisconsin State Department of Public Instruction, Madison. 1986. ED 271 726, 189 pp.

Defining reading as a dynamic, interactive process involving the reader in constructing meaning, this guide for the elementary and secondary school curriculum was designed to facilitate effective and creative decision making by teachers for (1) integrating reading and writing across the curriculum, (2) developing readers who can independently apply appropriate strategies to a variety of texts and tasks for constructing meaning, and (3) developing mature readers who will choose reading as an independent activity during and beyond their school years. The contents of the guide are divided into the following sections: overview, understanding reading comprehension as an interactive process, developing strategic readers, K-12 scope and sequence skills and strategies, analyzing the curriculum, planning for instruction, organizing for instruction, selecting instructional materials, evaluating the reading curriculum, and contributors to an effective reading program. Included among the many appendices are a poster for word-meaning strategies, a decision-making guide for teaching word analysis, guidelines for using computers in a reading curriculum, criteria for selecting nonprint media for a reading program, several bibliographies, and a resource list.

The Language Arts Essential Skills. Arizona State Department of Education, Phoenix. May 1986. ED 282 203, 100 pp.

A revision of an earlier project, this curriculum guide is intended to function as a framework for districts and schools to build language arts curricula for grades K-12. The introduction tells how to use the revision and contains a statement of purpose. It also includes instructions for how to use the revision in the school, the district, and in conjunction with evaluation measures. The second section covers the process of revising the previous guide and includes information about the membership of the committee, when the committee met, when public hearings were held, which schools and districts responded when sent a draft of the guide, a tally of the school and district responses, and an outline of the final revision process. The third section deals with the language arts curriculum itself, first defining what educators know about language arts instruction today. Next, it addresses the specific ways in which the committee used this knowledge to implement a schematic standard and then suggests curricula for writing (including grammar and usage), speaking, reading, listening, and language concepts (consisting of variety of expression, history of language, power of language, linguistics and grammar, and study skills). Following a discussion of integrating the language arts, the guide provides details of the format of the language arts essential skills, including process, products/outcomes, competency indicators, suggestions for evaluation, appendices, and figures. The fourth section is a selected bibliography.

Language Arts Resource Guide K-12. John C. Pitman. Rhode Island Department of Elementary and Secondary Education, Providence. CS 210 408.

One of a series designed to help districts refine and upgrade their current curricular offerings, this resource guide deals with the development of a unified K-12 language arts curriculum that combines the four major language arts components of listening, speaking, reading, and writing. Following a brief foreword and list of acknowledgments, the first three chapters provide the user with information on (1) trends in the research, (2) suggestions for applying research trends in the classroom, and (3) suggestions that will assist language arts curriculum development groups to design and refine their language arts curriculum. Specifically, the first chapter presents an overview of the Basic

Education Program (BEP) for Rhode Island Public Schools. The second chapter provides definitions and a review of selected language arts research trends, while the third chapter deals with constructing a K-12 language arts program. The last two chapters constitute a resource section that contains selected language arts program abstracts and other program information, including an extensive bibliography. Two appendices contain evaluation criteria and "Essentials of English" from the National Council of Teachers of English.

CURRICULUM GUIDES
RECOMMENDED IN 1986

ELEMENTARY

Curriculum Guide in Communication Arts for the Elemetary School in Listening, Speaking and Writing: Kindergarten, Grade 1, Levels AB. Chicago Board of Education. 1981. ED 261 369, microfiche only, 241 pp.

The first of five volumes, this guide for kindergarten and first grade complements the Chicago Mastery Learning Reading Program or other reading programs, and provides an outline of skills in listening, speaking, and writing. The introductory section contains objectives, a description of the organization of the book, and a discussion of the interrelationship of the communication skills. The first section includes units of listening subskills: attentive listening, informational listening, critical listening, and recreational listening. The second section presents units on speaking subskills: the mechanics of speaking, the ability to communicate orally, communication techniques, and methods of delivery. The third section contains writing units on fundamental skills, practical writing, and creative writing. Each unit lists (1) the skill to be taught; (2) the subskill, which is stated in behavioral terms and which progresses from the fundamental to the advanced; (3) the objective of the lesson; (4) cross references to reading objectives; (5) the teaching/learning strategy; and (6) the criterion for determining mastery of the objective. The appendixes contain a suggested weekly time distribution for language arts, a language arts checklist for elementary teachers, a Chicago Public Schools handwriting award form, a bibliography, and a teacher evaluation form.

Curriculum Guide in Communication Arts for the Elementary School in Listening, Speaking and Writing: Grade 1, Levels CD. Chicago Board of Education. 1981. ED 261 370, microfiche only, 239 pp.

The second of five volumes, this guide for first grade complements the Chicago Mastery Learning Reading Program or other reading programs, and provides an outline of skills in listening, speaking, and writing. The introductory outline contains objectives, a description of the organization of the book, and a discussion of the interrelationship of the communication skills. The first section includes units on listening subskills: attentive listening, informational listening, critical listening, and recreational listening. The second section contains units of speaking subskills: the mechanics of speaking, the ability to communicate orally, communication techniques, and methods of delivery. The third section presents units on fundamental skills of writing, practical writing, and creative writing. Each unit lists (1) the skill to be taught; (2) the subskill, which is stated in behavioral terms and which progresses from the fundamental to the advanced; (3) the objective of the lesson; (4) cross references to reading objectives; (5) the teaching/learning strategy; and (6) the criterion for determining mastery of the objectives. The appendixes contain a suggested weekly time distribution for language arts, a language arts checklist for elementary teachers, a Chicago Public Schools handwriting award form, a bibliography, and a teacher evaluation form.

Curriculum Guide in Communication Arts for the Elementary School in Listening, Speaking, and Writing: Grade 2, Levels EF. Chicago Board of Education. 1981. ED 261 371, microfiche only, 266 pp.

The third of five volumes, this guide for second grade complements the Chicago Mastery Learning Reading Program or other reading programs, and provides an outline of skills in listening, speaking, and writing. The introductory section contains objectives, a description of the organization of the book, and a discussion of the interrelationship of the communication skills. The first section includes units of listening subskills: attentive listening, informational listening, critical listening, and recreational listening. The second section contains units on speaking subskills: the mechanics of speaking, the ability to communicate orally, communication techniques, and methods of delivery. The third section presents units of writing: fundamental skills, practical writing, and creative writing. Each unit lists (1) the skill to be taught; (2) the subskill, which is stated in behavioral terms and which progresses from the fundamental to the advanced; (3) the objective of the lesson; (4) cross references to reading objectives; (5) the teaching/learning strategy; and (6) the criterion for determining weekly time distribution for language arts, a language arts checklist for elementary teachers, a Chicago Public Schools handwriting award form, a bibliography and a teacher evaluation form.

Curriculum Guide in Communication Arts for the Elementary School in Listening, Speaking and Writing: Grade 3, Levels GH. Chicago Board of Education. 1981. ED 261 372, microfiche only, 273 pp.

The fourth of five volumes, this guide for third graders complements the Chicago Mastery Learning Reading Program or other reading programs, and provides an outline of skills in listening, speaking, and writing. The introductory section contains objectives, a description of the organization of the book, and a discussion of the interrelationship of the communication skills. The first section includes units of listening subskills: attentive listening, informational listening, critical listening, and recreational listening. The second section contains units on speaking subskills: the mechanics of speaking, the ability to communicate orally, communication techniques, methods of delivery and style. The third section presents writing units on fundamental skills, practical writing, and creative writing. Each unit lists (1) the skill to be taught; (2) the subskill, which is stated in behavioral terms and which progresses from the fundamental to the advanced; (3) the objective of the lesson; (4) cross references to reading objectives; (5) the teaching/learning strategy; and (6) the criterion for determining mastery of the objectives. The appendixes contain a suggested weekly time distribution for language arts, a language arts checklist for elementary teachers, a Chicago Public Schools handwriting award form, a bibliography and a teacher evaluation form.

Curriculum Guide in Communication Arts for the Elementary School in Listening, Speaking and Writing: Grade 4. Chicago Board of Education. 1983. ED 261 373, microfiche only, 331 pp.

The fifth of five volumes, this guide for fourth grade is an outgrowth of the Curriculum Guide in Reading. The guide provides an outline of skills in the communicative arts of listening, speaking, and writing that support and can be integrated with the skills outlined in the reading guide. The introductory section contains objectives, a description of the organization of the book, and a discussion of the interrelationship of the communication skills. The first section includes units on listening subskills: attentive listening, informational listening, critical listening, and recreational listening. The second section

includes units on speaking subskills: the mechanics of speaking, the ability to communicate orally, communication techniques, methods of delivery and style. The third section presents writing units on fundamental skills, practical writing, and creative writing. Each unit lists (1) the skill to be taught; (2) the subskill, which is stated in behavioral terms and which progresses from the fundamental to the advanced; (3) the objective of the lesson; (4) the teaching/learning strategy; and (5) the criterion for determining mastery of the objectives. The appendixes contain a suggested weekly time distribution for language arts, a language arts checklist for elementary teachers, a Chicago Public Schools handwriting award form, a bibliography and a teacher evaluation form.

Elementary Language Arts: Model Curriculum Guide. First Field Edition. Alaska State Department of Education, Juneau. 1985. ED 264 596, 348 pp.

Intended to serve as a model to aid school districts in developing and reviewing their language arts curricula, this curriculum guide for the elementary grades lists in parallel columns topics/concepts, learning outcomes, and sample learning objectives for language skills in the areas of oral communication, reading, and writing. Topics and concepts listed in the first column define broadly the content to be studied in each of these areas, including such language skills as speaking, listening, writing, language and composition, and literature. The second column lists the learning outcomes or the goals toward which student learning is directed, and the third column lists sample learning objectives--reasonable measures of student progress toward stated goals. At least one sample learning objective is stated for each learning outcome. The guide also includes the comments and suggestions of several persons who contributed their time to reviewing the guide. An annotated bibliography of children's books about Alaska concludes the document.

English Language Arts, K-8. Part I: Reading and Listening. Program of Studies. Montgomery County Public Schools, Rockville, Maryland. 1982. Available from Montgomery County Public Schools, 850 Hungerford Drive, Rockville, Maryland 20850 ($5.00). ED 266 491, 89 pp.

The reading and listening program described in this Montgomery County, Maryland, curriculum guide is based on sets of instructional and performance objectives for each grade level from kindergarten to eighth grade. Within each grade level set, the guide organizes the objectives into major categories that represent important areas of instruction: (1) prereading (kindergarten and first grade), (2) phonics-decoding/structural analysis/sight vocabulary (grades one through eight), (3) language experience (kindergarten through grade two), and (4) comprehension (kindergarten through grade eight). The objectives are organized in a developmental sequence according to instructional goals indicating the purpose of instruction and performance goals specifying what students ought to be able to do to demonstrate progress toward attaining the objectives.

English Language Arts, K-8: Part II: Writing and Speaking. Program of Studies. Montgomery County Public Schools, Rockville, Maryland. 1985. ED 264 564, 106 pp.

Developed to increase student ability to communicate effectively in a growing range of situations, this kindergarten through grade eight writing and speaking program is based on clusters of instructional and performance objectives for each grade level. The guide begins with a discussion of the goals of education, a point of view about language

learning, and the purposes, characteristics, and outcomes of language instruction. The guide then lists three principles that govern the organization of instructional and performance objectives at each grade level, i.e., objectives should be organized: (1) across grade levels in developmental sequences, reflecting and promoting language and cognitive development; (2) according to the speaker's or writer's intent; and (3) in instructional sequence for direct use by teachers. Each grade level section contains two categories—composition and conventions—under which objectives are listed. The subcategories listed under composition are developing language fluency, expressing thoughts and feelings, writing and telling stories and poems, informing an audience, and persuading an audience. The subcategories under conventions are usage and grammar, punctuation, capitalization, spelling, and handwriting. A list of guides and related materials is included, as well as a chart illustrating the categories of objectives.

Instructional Program in Reading/Language Arts: Core Book Lists and Additions. Montgomery County Public Schools, Rockville, Maryland. January 1986. ED 266 492, 54 pp.

Intended for use with the instructional program in reading and language arts of the Montgomery County, Maryland, public schools, this book list contains brief annotations of more than 300 books. The annotations are arranged in the following categories: (1) short narratives, (2) fables, (3) folk tales, (4) legends, (5) novels, (6) bibliographies, (7) story poems, and (8) exposition for kindergarten through third grade. Each annotation contains price and publisher information, as well as recommended grade levels for its use.

Writing Program, K-12. Colton Joint Unified School District, California. 1984. ED 271 791, 443 pp.

Instructional methods and rationales for all phases of the writing process are presented in this curriuclum guide for grades one through eight. The first section of the guide presents ten steps that comprise a process approach to writing based on research into the way writing happens. This is followed by descriptions of the various domains of writing, such as sensory/descriptive, imaginative/narrative, informational, and expository. The guide next presents a composition continuum for each grade level, listing the most common structures or schemata that appear in written material, with the ultimate goal of writing lessons planned to require students to apply their comprehension of the schemata to their own writing. The major portion of the guide presents instructional strategies and activities for (1) prewriting, (2) sentence building, (3) sentence combining and expanding, (4) paragraph development (including chronological order, cause and effect, and comparison and contrast), (5) multiparagraph compositions, (6) letter writing, (7) story writing, (8) newswriting, (9) poetry, and (10) a research paper. The guide concludes with a section on responding, revision, editing, and evaluating student writing at both the student and the teacher level. A guide to diagnosing student needs in writing instruction is appended.

SECONDARY

Secondary Language Arts: Alaska Curriculum Guide. First Edition. Alaska State Department of Education, Juneau. ED 264 597, 163 pp.

Intended to serve as a model to aid school districts as they develop and review their language arts curricula, this curriculum guide for secondary school lists in parallel columns topics/concepts, learning outcomes, and sample learning objectives for language

skills in the areas of oral communication, reading, and writing. Topics and concepts listed in the first column define broadly the content to be studied in each of these areas, including such language skills as speaking, listening, writing, language and composition, and literature. The second column lists the learning outcomes or the goals toward which student learning is directed, and the third column lists sample learning objectives—reasonable measures of student progress toward stated goals. At least one sample learning objective is stated for each learning outcome. The guide also includes the comments and suggestions of several persons who contributed their time to reviewing the guide.

Secondary Reading in Wichita Guidebook. Revised. Wichita Public Schools, Kansas. 1985. Available from the Wichita School District #259, Community Education Center, 1847 North Chautauqua, Wichita, Kansas 67214 ($7.00). ED 268 476, 177 pp.

In response to the need for improvement of reading instruction, a committee of secondary reading specialists developed this guidebook, which allows for three distinct levels of usage: as a curriculum guide for administrators and counselors, offering expanded course descriptions of all reading classes offered at the secondary level; as a reference and resource guide for reading specialists; and as a guidebook for content area teachers. The guidebook is divided into the following sections: (1) what is known about secondary reading; (2) goals and objectives of secondary reading; (3) parameters of the secondary reading program; (4) secondary reading course descriptions; (5) roles of the administrator, student, parent, and secondary reading specialist; (6) aids for the secondary reading specialist, such as class record sheet and prospective student forms; (7) content area reading--reading achievement levels, assessment, directed reading lesson, vocabulary development, reading comprehension, and study skills; (8) aids for the content area teacher, such as reading inventories, class profiles, and questioning techniques; and (9) aids for the student, such as test taking skills. A five-page bibliography is included, and appendixes contain the San Diego Quick Assessment, the Fry readability graph, and the cloze procedure.

GRADES K-12

Curriculum Guide, Language Arts: Elementary, Middle, and High Schools. St. Joseph School District, Missouri. 1985. The School District of St. Joseph, Tenth and Felix Streets, St. Joseph, Missouri 64501.

Designed to coordinate English language arts instruction throughout elementary, middle, and high schools, the first of this guide's ten major sections expresses the belief that a language arts curriculum should encompass and interweave the communications skills of reading, writing, thinking, listening, and speaking. The following nine sections of the guide provide instructional objectives and teaching activities for skill areas in kindergarten, first grade, second grade, third grade, fourth grade, fifth grade, sixth grade, seventh-eighth grade, and high school. Appendixes include bibliographies of reading materials, a checklist for oral and written reports, and a proofreading and editing checklist.

A Guide to Curriculum Planning in English Language Arts. Bulletin No. 6360. Wisconsin State Department of Public Instruction, Madison. 1986. ED 268 554, 285 pp.

Emphasizing language as a means of communication and as a learning tool, this guide to curriculum planning presents a conceptual framework for a kindergarten through grade

twelve language arts program emphasizing the integration of listening, speaking, reading, writing, and media use. The content and skills sections in the guide include a statement of scope and sequence, goals and outcomes, evaluation techniques, suggestions for parents, and exemplars. Following an overview section describing the purpose of the guide, the communication approach to language arts, and the integration of the language arts, the guide is divided into the following language skills: language, literature, listening, speaking, reading, writing, using media, curriculum planning, implementation and evaluation, and critical issues. (Appendixes include resources, proposed guidelines for free and responsible student journalism, teacher education program approval standards, workload and the teaching of secondary school English, and guidelines for nonsexist uses of language.)

Developing Writing Competence. Minimum Standards Leadership Series 1985. Ohio State Department of Education, Columbus. January 1986. ED 268 523, 105 pp.

Intended as a tool for school district personnel as they develop competency-based education programs for English composition, this document presents objectives and guidelines for improving composition quality and instruction. The chapters cover the following topics: (1) the writing process, (2) the relationship between the writing process and competency-based education requirements, (3) writing experiences, (4) writing and cognitive development, (5) developing prompts for writing experiences, (6) evaluating compositions, (7) planning for district-wide evaluation of compositions, (8) grading and reporting to parents, (9) pupil performance objectives and writing experiences, and (10) program evaluation. The appendix contains a self-appraisal checklist for evaluating writing programs.

English Language Arts Curriculum. Minimum Standards Leadership Series. Ohio State Department of Education, Columbus. December 1985. Available from the Ohio Department of Education, Division of Elementary and Secondary Education, 65 Front Street, Columbus, Ohio 43215. ED 267 417, 88 pp.

Intended to help teachers understand English as a curricular area and identify curriculum issues, this document can also assist committee members as they develop or revise their school district's English language arts course of study. The chapters discuss the following topics: (1) the past, present, and future of the English language arts curriculum; (2) issues in developing an English language arts curriculum, including factors for success, establishing the curriculum, a holistic view, language before schooling, dialectical differences, setting and language, teaching/learning styles, and teaching handicapped students; and (3) applying the components of a process model for developing a course of study, including samples of an English language arts program philosophy, program goals, program objectives, and an evaluation policy. Appendixes include sample student objectives for composition/writing and for drama/theatre, a list of action verbs for writing subject objectives, and sample subject objectives for listening and speaking.

Integrating Language Arts. Minimum Standards Leadership Series. Ohio Department of Education, Columbus. December 1985. Available from the Ohio Department of Education, Division of Elementary and Secondary Education, 65 South Front Street, Columbus, Ohio 43215. ED 267 416, 129 pp.

Intended as a tool for bringing instruction and research together for curriculum directors, supervisors, administrators, and classroom teachers, this document reports recent English language arts research that will affect curriculum development and instructional

patterns. The chapters discuss the following topics: (1) organization and staff development for an integrated English language arts program; (2) an integrated reading/literature program; (3) composition instruction, including spelling and handwriting; (4) listening and speaking skills; (5) visual literacy; (6) drama/theater in the English language arts; and (7) computers and word processors. Appendixes include the National Council of Teachers of English (NCTE) statement on the essentials of English, the NCTE standards for basic writing skills, a speech and language development chart, and the Speech Communication Association standards for effective oral communications programs.

Practical Ideas for Teaching Writing as a Process. Carol Booth Olson, Ed. California State Department of Education, Sacramento. 1986. Available from Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802-0271 ($6.00, plus sales tax for California residents, payment must accompany order). ED 268 550, microfiche only, 203 pp.

A collaborative effort on the part of teachers from and consultants for the University of California, Irvine/California Writing Project, this guide presents ideas for teaching writing as a process at all levels of the curriculum. Each section of the guide presents an essay introducing the section topic, followed by practical ideas for teaching that technique or stage of the writing process. Also included are applications of writing techniques at particular grade levels, descriptions of ways to modify assignments, new ideas that sprang from an original idea, and variations on a theme. Following an introduction to the California Writing Project, the contents of the guide are divided into the following sections: (1) the writing process; (2) prewriting; (3) prewriting in the elementary school; (4) prewriting in different subjects; (5) showing, not telling (a training program for student writers); (6) writing; (7) domains of writing; (8) writing the saturation report; (9) point of view in writing; (10) writing the I-search paper; (11) sharing/responding; (13) rewriting/editing; (14) revising for correctness; (15) building vocabularies; (16) evaluation; and (17) techniques.

Rx for Formula Poetry in the Content Area: An Activities Book. Prepared by Cynthia L. Pino. Volusia County Schools, Daytona Beach, Florida. January 1983. Available from Director, Community and Governmental Relations, P.O. Box 2118, 230 North Stone Street, Deland, Florida 32721-2118 ($1.50). ED 272 880, 35 pp.

Intended for teachers in all content areas, this guide provides activities for teaching poetry in all subject areas. First, a rationale for why teachers should include writing in their classrooms is presented. Next, the stages of the writing process are explained and the benefits of formula poetry are discussed. Instructions for teaching students to write bio-poems, cinquains, concrete poems, definition poems, diamantes, five-sense poems, found poetry, haiku, inside/outside poems, parallel poems, and vertical name poems are provided, as well as examples of poems that have been written in science, social studies, and English classes.

Team Oriented Corrective Reading (TOCR): A Handboook for Corrective Reading. Revised. Virlene Hicks, Ed. Wichita School District 259, Kansas. 1985. Available from the Wichita School District 259, Community Education Center, 1847 North Chautauqua, Wichita, Kansas 67214 ($7.00). ED 271 727, 111 pp.

Designed to provide the special instruction needed by students with reading disabilities, this handbook describes a team oriented approach for corrective reading. The first

section describes the goals and definitions of the team oriented corrective reading (TOCR) Program, while the second section delineates the team approach and the roles of the administration, the special reading teacher, the classroom teacher, the support personnel, the student, and the parents. The third section outlines the six steps for implementation, including identification, screening, diagnosis, scheduling, instruction, and evaluation. The next two sections define the role of the special reading teacher as a resource person, and discuss organizing for group instruction, including grouping procedures, principles of grouping, and steps for implementing a levels reading program. The last two sections present a sequential skills guide and a curriculum management system. A bibliography is included, and sample TOCR forms, tests and diagnostic aids, aids to grouping, a guide for parent-teacher conferences, and consonant and vowel lists are appended.

CURRICULUM GUIDES
RECOMMENDED IN 1985

ELEMENTARY

A Course of Study for Language Arts in Utah. Elementary. Utah State Office of Education, Salt Lake City. Division of Curriculum and Instruction. 1982. ED 252 890, 200 pp.

Consistent with the Utah State Office of Education philosophy that listening, speaking, reading, and writing are integral aspects of the total curriculum, the strands included in this elementary language arts guide are study skills, affective language, literature, composition, speaking and listening, and grammar and usage. Each of the strands is divided into general learning objectives that group related student outcomes together. Accompanying each objective are precise statements of measurable language arts behaviors to be demonstrated by the student. All objectives carry a six-digit number (identifying the subject area, level, and strand) and a three-digit number (providing information to the state education agency concerning the relationship of each objective to the general curriculum goals). Objective numbers are used to identify related instructional support materials, including evaluation instruments, record-keeping materials, and teaching strategies, as well as commercial materials that can be coded to the objectives. The guide also provides an overview of the curriculum framework, state maturity goals and related curriculum goals, language arts problem objectives, overviews of the course of study and of the resource file, language arts scope and sequence charts, and growth and development theoretical foundation charts. Appendices contain a list of knowledge categories (what the student knows), a categorization of inquiry-problem solving processes (what the student is able to do), a list of communication skills, and an outline of language concepts.

Elementary Writing Program. Bay Shore School District, New York. Office of Instructional Services. 1983. ED 240 553, 25 pp. (Note: A two-page journal article and six pages of poetry in the original document are copyrighted and have not been reproduced in ERIC.)

A description and supporting materials of the elementary school writing program of the Bay Shore Public Schools (New York) are presented in this guide. The description and materials include the following: (1) the program philosophy; (2) a review of writing research, including a twelve-point summary of methods for teaching writing and a ten-point summary of the proper classroom climate; (3) seven broad instructional goals; (4) an explanation of the seven stages involved in the writing process; (5) handouts on the writing process, brainstorming, audience response to writing, and editing symbols; (6) student checklists for analyzing their work in terms of improvement and mechanics; (7) a list of eight questions to be used for teacher evaluation of student writing; (8) a description of the district's system for diagnosis, prescription, and evaluation of student writing; (9) a sheet that provides student guidelines for writing and teacher guidelines for writing instruction; (10) suggestions for instructional materials; and (11) an eight-item bibliography of references.

K-8 Writing Skills Curriculum. Skokie District 68, Illinois, 1982. ED 258 211, 51 pp.

In this K-8 writing skills curriculum, developed in Skokie (Illinois), the objectives are presented in a "mastery" format so that student achievement can be assessed. The

document begins with a statement of philosophy, and guidelines for teachers to use in implementing the program, and then describes the curriculum format, which focuses on the concepts of introducing, emphasizing, mastering, and reinforcing a skill. Lists of objectives accompany the charts for each of the following skills: sentence and paragraphing, letter writing, oral message, descriptive, narrative, explanatory, persuasive, and editing and proofreading. Each objective is then listed separately, followed by a "writing prompt" or exercise and scoring criteria. The writing prompts in the document are to be used by the teacher as tests following instruction.

Language Arts Guide K-8. Georgia State Department of Education, Atlanta. Office of Instructional Services. 1984. ED 257 123, 187 pp.

Intended for use by curriculum specialists, administrators, resource teachers, classroom teachers, and teachers of special reading programs, this language arts guide for kindergarten through grade eight offers objectives and activities for integrating the language arts. The guide, divided into two major sections on reading and oral and written communication, follows a general format, making it adaptable to any situation, and covers the following skill areas: (1) reading readiness, (2) word recognition, (3) reading comprehension, (4) functional reading skills, (5) study skills, (6) imagining, (7) describing, (8) telling, (9) explaining, (10) persuading, (11) researching, (12) interpreting, and (13) social interacting. Information on each of these areas includes a discussion of the skill and sample activities. The numerous appendices include a list of instructional resources and instruments for evaluating vocabulary skills, learning centers, silent reading performance, and the learning environment; standards for basic skills writing programs; and a learning style indicator for effective oral communication programs.

The Wichita Reading Handbook. Wichita Public Schools, Kansas. 1981. ED 259 298, 175 pp.

Designed for teachers, administrators, and supervisory personnel for use in planning, developing, and evaluating reading programs, this curriculum guide has been prepared to describe significant features of the classroom reading program for teaching reading from kindergarten through eighth grade. Various sections of the guide contain information about the following: (1) the four specific skills involved in the reading process, (2) the Wichita management system, (3) diagnostic-prescriptive teaching, (4) reading skills checklists for kindergarten through eighth grade, (5) grouping for reading, (6) directed reading activity, (7) reading instruction in content areas, (8) sample activities (color coded) designed to reinforce the skills involved in the reading process, and (9) parental involvement in the reading program. Appendices contain testing instruments used in the program.

SECONDARY

American Literature: Performance Objectives and Classroom Activities. Hope Ascher and others. Brevard County School Board, Cocoa, Florida. 1983. ED 255 913, 97 pp.

This guide is a sampler of ideas and activities based on twenty-two minimum objectives in speech, reading, writing, and research that have been identified for American literature study. Many of the activities involve an integration of several skills that are cross-referenced to other skills in the margins of the guide. A separate section on research skills provides suggestions for topics, management of the process, evaluation of the product, and an essay on the reluctant researcher. The section on classroom

management focuses on class openings, involving students in decision making, group work, film usage, resources, teaching a major work, and effective questioning techniques. Five appendices include the following: (1) lists of major works and ethnic writers, (2) a list of films suitable for American literature study, (3) a student log for writing assignments, (4) a description of a team-taught American studies curriculum that incorporates history and literature, and (5) a list of the Florida minimum performance standards and skills in reading and writing for the eleventh grade.

A Course Syllabus for the Teaching of English Language Arts 10A. Seattle Public Schools, Administrative and Service Center, 815 Fourth Avenue North, Seattle, Washington 98109. 1984.

Designed for the English teacher, this course syllabus for English Language Arts 10A provides experiences and establishes objectives in all five categories of the language arts curriculum—oral language, written composition, writing mechanics, language study, and literature—and presents skills and content so as to emphasize the interrelationships among the five areas and to use the skills learned in one area to reinforce the learning in another. After introductory sections containing suggestions for use and a course description, the manual provides sections on (1) listening and speaking (notetaking, small group discussion, and small formal talks); (2) written composition (practical writing, imaginative writing, and expository writing); (3) writing mechanics (sentence construction, capitalization, punctuation, spelling, and format); (4) language study (word usage and the dictionary); (5) literature (organizing literature by genre and responding to literature); and (6) reading (special terms and scanning). Appendixes contain "minimal marking" techniques and an annotated list of Seattle public library films.

English, Grade 7, Levels I, II, & III. Revised. Debbie Kercher and others. Hampton City Schools, Virginia. 1984. ED 257 063, 84 pp.

The first of seven related guides, this curriculum guide for seventh-grade English outlines opportunities for students to use the skills they have acquired previously, to be involved in well-planned educational experiences in critical thinking and in oral and written expression, and to develop an understanding of others. The first half of the guide contains a course syllabus, a general philosophy and objectives, a list of the principal features of the new English curriculum, a diagram of the multilevel course organization, a list of literature-related activities, general policies for written assignments, a section on grammar instruction, a cross-reference guide for standards of learning, directions for the implementation of the individualized reading session within the curriculum context, and guidelines for using the computer. The second half of the guide contains the four instructional units: Mythological Heroes, Folk Heroes and Folk Craft, Popular Heroes, and Family Courage and Challenges. Each unit includes a rationale, objectives, a list of resources, a scope and sequence statement, lists of activities for each week spent on the unit, and a statement on evaluation.

English, Grade 8. Revised. Sharon Thompson and others. Hampton City Schools, Virginia. 1984. ED 257 064, 77 pp.

The second of seven related guides, this curriculum guide for eighth-grade English outlines opportunities for students to use the skills they have acquired previously, to be involved in well-planned educational experiences in critical thinking and in oral and written expression, and to develop an understanding of others. The first half of the guide contains a course syllabus, a general philosophy and objectives, a list of the principal

features of the new English curriculum, a diagram of the multilevel course organization, a list of literature-related activities, general policies for written assignments, a section on grammar instruction, a cross-reference table for the standards of learning, directions for the implementation of the individualized reading session within the curriculum context, and guidelines for using the computer. The second half of the guide contains the four instructional units, which focus on adolescence and its relationship to the following themes: identity and self-fulfillment, communication and interpersonal relationships, compassion and the common struggle, and facing reality. Each unit includes a rationale, objectives, a list of resources, a scope and sequence statement, lists of activities for each week spent on the unit, and a statement on evaluation.

English, Grade 9. Revised. Pat Ogden and others. Hampton City Schools, Virginia. 1984. ED 257 065, 79 pp.

The third of seven related guides, this curriculum guide for ninth-grade English outlines opportunities for students to use the skills they have acquired previously, to be involved in well-planned educational experiences in critical thinking and in oral and written expression, and to develop an understanding of others. The first half of the guide contains a course syllabus, a general philosophy and objectives, a list of the principal features of the new English curriculum, a diagram of the multilevel course organization, a list of literature-related activities, general policies for written assignments, a section on grammar instruction, a cross-reference table for the standards of learning, directions for the implementation of the individualized reading session within the curriculum context, and guidelines for using the computer. The second half of the guide contains four instructional units: Struggles and Conflicts, Freedom and Responsibility, Hopes and Aspirations, and Media and Modern Man. Each unit includes a rationale, objectives, a list of resources, a scope and sequence statement, lists of activities for each week spent on the unit, and a statement on evaluation.

English, Grade 10, Levels I, II, & III. Revised. Marvin Sylvest and others. Hampton City Schools, Virginia. 1984. ED 257 066, 77 pp.

The fourth of seven related guides, this curriculum guide for tenth-grade English outlines opportunities for students to use the skills they have acquired previously, to be involved in well-planned educational experiences in critical thinking and in oral and written expression, and to develop an understanding of others. The first half of the guide contains a course syllabus, a general philosophy and objectives, a list of principal features of the new English curriculum, a diagram of the multilevel course organization, a list of literature-related activities, general policies for written assignments, a section on grammar instruction, a cross-reference guide for standards of learning, directions for the implementation of the individualized reading session within the curriculum context, and guidelines for using the computer. The second half of the guide contains the four instructional units: Understanding Self through Private Moods, Family Relationships, People under Pressure, and Dreams—Then and Now. Each unit includes a rationale, objectives, a list of resources, a scope and sequence statement, lists of activities for each week spent on the unit, and a statement on evaluation. An appendix contains material for grammar instruction to be integrated into the various unit lessons.

English, Grade 11, Levels I, II, & III. Revised. Melinda Eaton and others. Hampton City Schools, Virginia. 1984. ED 257 067, 126 pp.

The fifth of seven related guides, this curriculum guide for eleventh-grade English

outlines opportunities for students to use the skills they have acquired previously, to be involved in well-planned educational experiences in critical thinking and in oral and written expression, and to develop an understanding of others. The first half of the guide contains a course syllabus, a general philosophy and objectives, a list of the principal features of the new English curriculum, a diagram of the multilevel course organization, a list of literature-related activities, general policies for written assignments, a section on grammar instruction, a cross-reference guide for standards of learning, directions for the implementation of the individualized reading session within the curriculum context, and guidelines for using the computer. The second half of the guide contains five instructional units: America's Dream and Promise, Inner Struggle, Struggle for Justice, Search for Values, and Man and Nature. Each unit includes a rationale, objectives, a list of resources, a scope and sequence statement, lists of activities, and a statement on evaluation. An appendix contains material for grammar instruction to be integrated into various unit lessons.

English, Grade 12, Level I. Revised. Lou Nicholson and others. Hampton City Schools, Virginia. 1984. ED 257 068, 92 pp.

The sixth of seven related guides, this curriculum guide for twelfth-grade English, Level I, outlines opportunities for students to use the skills they have acquired previously, to be involved in well-planned educational experiences in critical thinking and in oral and written expression, and to develop an understanding of others. The first half of the guide contains a course syllabus, a general philosophy and objectives, a list of the principle features of the new English curriculum, a diagram of the multilevel course organization, a list of literature-related activities, general policies for written assignments, a section on grammar instruction, a cross-reference guide for standards of learning, directions for the implementation of the individualized reading session within the curriculum context, and guidelines for using the computer. The second half of the guide contains the five instructional units: Ventures into Oneself, The Quest, Understanding the World, Making Decisions, and Coping with Change. Each unit includes a rationale, objectives, a list of resources, a scope and sequence statement, lists of activities for each week spent on the unit, and a statement on evaluation. An appendix contains material for instruction in grammar and the writing process.

English, Grade 12, Levels II & III. Revised. Gayle Lemmond and others. Hampton City Schools, Virginia. 1984. ED 257 069, 117 pp.

The seventh of seven related guides, this curriculum guide for twelfth-grade English, Levels II and III, outlines opportunities for students to use the skills they have acquired previously, to be involved in well-planned educational experiences in critical thinking and in oral and written expression, and to develop an understanding of others. The first half of the guide contains a course syllabus, a general philosophy and objectives, a list of the principal features of the new English curriculum, a diagram of the multilevel course organization, a list of literature-related activities, general policies for written assignments, a section on grammar instruction, a cross-reference guide for standards of learning, directions for the implementation of the individualized reading session within the curriculum context, and guidelines for using the computer. The second half of the guide contains the four instructional units: Know Thyself, Choice and Consequence, Foibles, and Critics of Society. Each unit includes a rationale, objectives, a list of resources, a scope and sequence statement, lists of activities for each week spent on the unit, and a statement on evaluation. An appendix contains material for instruction in grammar and the writing process.

English Curriculum Guide for the Parkland Secondary Schools, 7-12. Parkland School District, Orefield, Pennsylvania. ED 259 396, 924 pp.

The first of two volumes, this English curriculum guide for grades 7-12 is part of a comprehensive curriculum plan for grades K-12. It describes the cognitive content that should receive instructional emphasis at each grade through a scope and sequence chart and a statement of student outcomes--descriptions of skills and concepts that students should be developing. The scope and sequence pages are presented first, with each topic of the scope and sequence labeled to indicate the depth of student involvement required at the given grade level. Course guides included are for 7th, 8th, 9th and 10th-12th business English; 10th-12th college preparatory for the gifted/high potential program; and 10th-12th general/vocational technical courses. Each course guide has (1) a course introduction page containing a course description, required units for presentation in a recommended or optional sequence, and suggested evaluations and levels of student achievement for the course; (2) several unit introduction pages that include an overview of the unit, suggested instructional time, intended student objectives, and suggested evaluation for the unit; and (3) within each unit, one or more pages that include major concepts/content, suggested activities, and suggested resources.

English Honors Courses, Elective Courses, Grades 10-12. Parkland School District, Orefield, Pennsylvania. ED 259 397, 390 pp.

The second of two volumes, this English curriculum guide for honors and elective courses for grades 10-12 is part of a comprehensive curriculum plan for grades K-12. The courses include honors English, grades 10 and 12; a college preparatory grade 12 class taught in conjunction with a community college; journalism, grades 10-12; basic composition, grades 10-12; theater arts 1, grades 10-12; theater arts 2, grades 11-12; and creative writing, grades 10-12. Each course guide has (1) a course introductory page containing a course description, required units for presentation in a recommended or optional sequence, and suggested evaluations and levels of student achievement for the course; (2) several unit introduction pages that include an overview of the unit, suggested instructional time, intended student objectives, and suggested evaluation for the unit; and (3) within each unit, one or more pages that include major concepts/content, suggested activities, and suggested resources.

English/Reading Instructional Course Outline for Grade 6 in the Junior High School. Publication No. SC-842. Los Angeles Unified School District. 1983. Available from Los Angeles Unified School District, Instructional Publications Unit, Room G-390, 450 North Grand Avenue, Los Angeles, California 90012 ($2.75). ED 252 846, microfiche only, 74 pp.

Emphasizing that both process (the "how" of language arts and operations) and content (the "what" of curriculum) must be considered in the development of language arts programs, this guide provides an integrated English/reading core curriculum for sixth grade students in a culturally and economically diverse urban school district. Various sections of the guide contain (1) a statement of philosophy; (2) a list of teacher responsibilities in implementing the curriculum; (3) lists of skills objectives for reading, listening, speaking, and writing; (4) instructions for using the skills objectives; (5) sample lesson plans; (6) the essential skills to be covered; (7) guidelines for the assignment of homework; (8) evaluation procedures; (9) suggestions for teaching test-taking skills; (10) lists of the intellectual characteristics of sixth grade students; (11) tips for parents who

want to help reinforce the skills; and (12) a list of resources needed. The section of the guide containing essential skills to be covered is divided into thematic units ranging from six to ten weeks in length, each focusing on a literary genre.

Language Arts Guide 9-12. Georgia State Department of Education, Atlanta. Office of Instructional Services. 1984. ED 257 124, 150 pp.

Intended for use by curriculum specialists, administrators, resource teachers, classroom teachers, and teachers of special reading programs, this guide for language arts in grades 9 through 12 offers general suggestions and specific activities for integrating the language arts. Skill areas covered in the two major sections—oral and written communication and reading—include (1) imaging, (2) describing, (3) telling, (4) explaining, (5) persuading, (6) researching, (7) interpreting, (8) social interacting, (9) reading comprehension, (10) content area reading, (11) vocabulary development, (12) assessing print material, (13) functional reading skills, and (14) study skills. Information in each of these areas includes a discussion of the skill and sample activities. The numerous appendices include a list of basic skills test reading indicators, a learning environment checklist, a silent reading checklist, a readability graph, directions for preparing a cloze procedure, standards for basic skills writing programs, standards for effective oral communication programs, guidelines for minimal speaking and listening competencies, eighth grade criteria references test objectives in reading, a list of essential skills in language arts for Georgia schools, and a self-evaluation checklist for classroom teachers.

Parkland High School Program of Studies. Parkland School District, Orefield, Pennsylvania. ED 259 395, 62 pp.

One of three related documents, this booklet for students contains the basic lists and course descriptions of the high school curriculum offerings. The introductory section includes information about the counseling services, graduation requirements, credits, promotion policy, curriculum areas, independent study, program opportunities for gifted/high potential students, and other school policies. The remaining sections of the booklet contain sample registration forms, a course catalog, and the course descriptions.

Secondary Reading, Minimum Standards Implementation Series. Ohio State Department of Education, Columbus. Division of Elementary and Secondary Education. 1983. ED 252 947, 43 pp.

One of a series of implementation documents prepared in conjunction with the revised minimum standards adopted in 1983 by the Ohio State Board of Education, this publication is designed to help teachers and administrators organize secondary reading instruction that will meet the requirements of the revised standards. The document is organized into an introduction; a section on effective reading instruction with chapters on leadership, planning, implementation, and evaluation; a section on staff training; a section listing four references; and a section of appendices. Appendix A gives forms for a teacher survey of reading, Appendix B details a staff development program for selecting content materials, and Appendix C lists Ohio Department of Education resources.

Standards of Learning Objectives for Virginia Public Schools: Theatre Arts, Oral Communication, Journalism. Virginia State Department of Education, Richmond. 1985. ED 257 087, 17 pp.

The standards of learning (SOL) objectives in the areas of theatre arts, oral communication, and journalism explicitly stated in this guide reflect the scope and depth of these elective subjects and identify some appropriate ends for instruction. The guide outlines the goals, objectives, guidelines, and SOL objectives for programs in the three subject areas. For theatre arts, the SOL objectives are subdivided into categories of human growth and development, theatre concepts and skills, and interdisciplinary relationships. In the area of oral communication, the SOL objectives are arranged under the headings of communication theory, preparation, performance, and analysis and evaluation. Sixteen SOL objectives are listed for the journalism program.

Student-Performance Standards for Senior High Language Arts. Brevard County School Board, Cocoa, Florida. 1984. ED 255 912, 138 pp.

Developed by a team of thirteen teachers, this guide presents student performance standards for thirty-six high school language arts courses. For each course described, performance standards and intended outcomes are preceded by a curriculum framework that includes a statement of major concepts and content, laboratory activities, special notes, and intended outcomes. The courses cover such topics as English skills, English honors, world literature, American literature, British literature, contemporary literature, advanced placement English, reading, creative writing, speech, debate, journalism, and drama. The appendix includes the Standards of Excellence approved by the Florida State Board of Education in September 1983, as well as an overview of the Standards of Excellence as they are taught in the curriculum.

GRADES K-12

Graded Course of Study in Language Arts, K-12. Euclid Public Schools, Ohio. 1982. Available from Euclid Public Schools, Attention: Director of Instruction, 651 East 222 Street, Euclid, Ohio 44123 ($11.50). ED 260 449, 225 pp.

The overall goals of the kindergarten through grade 12 language arts program described in this guide are based upon strands that are common to every level of instruction: spelling, reading, handwriting, composition (oral and written), and literature. The goals deal with a wide variety of ways by which people communicate; emphasize the mechanical and skill dimensions of reading, spelling, writing, composition, correct usage, punctuation, speaking and listening; and include the use of the library and its various reference materials. The guide lists individual goals for each of the language arts at each grade level and provides scope and sequence charts in all skills for kindergarten through grade 6, grades 7 and 8, and grades 9 through 12. The guide concludes with a statement on program evaluation.

Language Arts Scope and Sequence of Skills, Grades K-12. Bellingham Public Schools, Washington. 1984. Available from Bellingham School District, P.O. Box 878, Bellingham, Washington 98227 ($25.00). ED 260 450, 358 pp.

The scope and sequence of oral and written communication skills in this language arts curriculum guide for kindergarten through grade twelve are organized in three ways: (1) as a total overview of all skills at all levels, (2) as a summary of each skill with grade

level designations for attention, and (3) as checklists for each grade level to aid instructional planning and evaluation. The guide lists skills for each grade level and provides letters to identify the teacher's instructional responsibilities: "I"—the skill should be formally introduced; "R"—the specific skills have been introduced previously, but reteaching is necessary for reinforcement; "A"--the majority of students will demonstrate competence in that skill by the end of the year; and "C"—the majority of students have attained competence and should find no need for additional formal instruction. An extensive appendix provides ideas for teaching the various language arts, a glossary, models for selected lessons, suggestions for parents, and a bibliography for elementary, middle school, and high school levels.

Learning Outcomes for Reading. West Virginia Department of Education, Office of Educational Program Development, Charleston, West Virginia 25305. 1983.

Intended for classroom teachers, this guide contains outcomes and objectives for grades K-12 that are intended to be used for improving the teaching and learning of reading skills. The prefatory section of the document briefly presents the goals of the program, suggestions for implementation, and a definition of terms. Presented next are a reading concepts chart and a scope and sequence chart covering these subjects: readiness, word recognition, comprehension, study skills, and recreational reading and personal development. The remainder of the guide is arranged in chart form and lists concepts, learning outcomes, sample learning objectives, teaching strategies, resources, and evaluation techniques for each grade level.

Teaching and Testing Our Basic Skills Objectives (T & T). Writing: Grades 4-12. Lyn Zalusky Mueller and others. South Carolina Department of Education, Columbia. Office of Research. 1984. Available from South Carolina State Department of Education, Office of Research, 1429 Senate Street, Columbia, South Carolina 29201 ($2.50). ED 253 886, 166 pp.

Intended to provide South Carolina educators with a tool for curriculum and instructional development that complements the assessment of the state writing objectives, this guide focuses on that part of the curriculum reflected in the state basic writing skills objectives. The various sections in the first part of the guide: (1) discuss the purposes of writing and the features of the Basic Skills Assessment Program (BSAP); (2) define the state-adopted BSAP writing objectives; (3) address the types of writing eligible for testing in the BSAP, and list and define the specific skills for each type of writing; (4) explain how to integrate the stages of the writing process with the BSAP objectives and types of writing; (5) provide a writing revision checklist that can be incorporated into the writing instruction; (6) discuss ways to integrate the writing process into instruction; and (7) offer sample activities for the different types of writing. The two major sections of the second part of the guide describe the test items, test administration procedures, score scales, and rater training and scoring processes, and provide student writing samples along with scoring rationales for the different types of writing.

CRITERIA FOR PLANNING AND EVALUATING ENGLISH LANGUAGE ARTS CURRICULUM GUIDES (REVISED)

The Committee to Evaluate Curriculum Guides and Competency Requirements has repeatedly revised its criteria in an effort to keep pace with the practices of the best curriculum developers. These criteria were formulated with several objectives in mind. First, they provide each member of the committee with a uniform basis for initial evaluation, with each guide also viewed as a unique document. Second, the criteria may serve to help schools and other educational agencies that are in the process of developing and evaluating curricula. Finally, the committee hopes that the criteria may act as a change agent within the field of the English language arts.

Philosophy

This guide...

1. presents a statement of district or faculty philosophy that coherently conveys the beliefs of the developers about student and subject matter;

2. promotes a natural, organic integration of language arts experiences;

3. encourages teachers to view language as both a subject and a communicative process central to all human life and learning;

4. recognizes that individual processes of language development and concept development cannot necessarily be grouped into arbitrary grade level expectancies or requirements;

5. reflects knowledge of current or recent developments in modern language theory;

6. indicates that successful language experiences are essential for all students;

7. recognizes the assets of bidialectal, bilingual, and non-English speaking students in exploring language concepts;

8. recognizes the importance of students' accepting their native language as well as that of others.

Objectives

This guide...

1. includes objectives directly related to the philosophy;

2. states objectives as tasks that can be performed;

3. recognizes that many objectives are desirable even though progress toward them may not be easily observed or accurately measured;

4. sets clear objectives for all major components of the English curriculum within the scope and sequence of the guide;

5. distinguishes teacher objectives from student objectives;

6. includes objectives that are varied and which accommodate a range of student abilities and teaching styles;

7. contains objectives for improving both expressive (writing and speaking) and receptive (reading and listening) language.

Content: Language

This guide...

1. recognizes that the content of language study often comes from real life;

2. provides for the study of a variety of conventional aspects of linguistics, such as semantics, regional and social dialects, grammars, lexicography, body language, and history of language;

3. provides for both imaginative and informative uses of language in student groups;

4. encourages student application of language appropriate to audience and purpose;

5. distinguishes between grammar and usage;

6. recognizes that acquiring information <u>about</u> language does not necessarily improve oral or written language performance.

Content: Composition

This guide...

1. suggests strategies for developing composition skills;

2. recognizes the significance of composing as a means of self-discovery and of bringing order to human experience;

3. recognizes that composing is a process involving stages, such as prewriting, drafting, and revising;

4. provides prewriting activities designed to stimulate composing;

5. recognizes that composing is often aided by small group interaction in an atmosphere of sharing;

6. allows for student-teacher interaction (conferences);

7. recommends that composing occur for different purposes and usually for audiences other than the teacher;

8. recognizes that analysis of language is an editing tool in the composing process (improves editing).

Content: Reading

This guide...

1. provides ways to determine individual degrees of readiness;

2. suggests procedures to help teachers develop student reading skills;

3. recognizes that a total reading program, reaching beyond the development of basic reading (decoding) skills, focuses on student comprehension;

4. relates reading instruction to the whole language arts program.

Content: Literature

This guide...

1. provides for a comprehensive literature program;

2. provides for study of various literary genres;

3. recommends that students be allowed and encouraged to select and read all types of literature, classical through contemporary;

4. recognizes that involvement in a piece of literature is more important than talking about literary terms;

5. helps teachers to identify, explore, and accept varieties of affective and cognitive responses;

6. provides for the integration of writing and literature.

Content: Media

This guide...

1. promotes audiovisual as well as verbal literacy;

2. suggests ways of involving students in using media;

3. suggests specific media supplements for learning activities;

4. lists media resources available to teachers and specifies procedures for obtaining them;

5. recognizes the use of the new technology (computers, word processors) in the teaching of English.

Organization

This guide...

1. suggests a scope and sequence of basic communication skills;

2. makes clear how particular units and lessons are related to the total English language arts program;

3. organizes major aspects of the language arts according to some consistent, identified structure or pattern;

4. provides a process for learning through which teachers help students become increasingly independent.

Policies and Procedures

This plan...

1. explains teachers' responsibilities and suggests options for content and methodology;

2. reflects the principle that students themselves should often generate learning activities;

3. reflects the participation of the total educational community;

4. regards textbooks as resources rather than courses of study;

5. supports the view that curriculum building is an ongoing process.

Design

This guide...

1. is easy to read: the language is clear and effective;

2. is presented in an appealing form and style;

3. has a format, such as loose leaf, that makes revision convenient;

4. states its relationship, if any, to other curriculum guides, district goals, or graduation requirements;

5. suggests as resources a large variety of specific background materials and school services;

6. provides a model for evaluation of the program.

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